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ABSTRACT

This summary report, based on College Board profiles, contains information specific to Delaware students who took the Scholastic Assessment Tests (SAT) and Advanced Placement Examinations in 1999--representing more than 5,500 college-bound seniors representing public and private high schools throughout the state. National data are included to help put state scores into context, and summary information over several years assists in tracking change over time. The participation of Delaware students in the SAT (68%) exceeded the national rate by 24%. Delaware males, with an average SAT I verbal score of 509, equaled their national counterparts, but their average mathematics score of 517 was below the national average of 531. Averages for Delaware males exceeded those of Delaware females by 11 points in verbal and 37 points in mathematics. About 25% of the state's test takers were members of minority groups, and the average scores for all Delaware minorities, except Asian and Hispanic students, fell below those of their national peers. The number of Delaware students who reported plans for Advanced College Placement (42%) remained below the national norm (53%), but the number of Delaware students who participated in Advanced Placement (AP) grew by 6.6%, compared to a national increase of 11.0%. The number of AP examinations taken increased, as did the number of Delaware candidates who received qualifying scores. Summary information is also given for Delaware's private schools. Recommendations to sustain progress toward educational equity and academic excellence for all Delaware students center on increasing the numbers of students who take the SAT and participate in AP programs. A list of the institutions receiving the greatest numbers of reported scores from Delaware students is attached. (SLD)

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ED 455 265

Delaware's College-Bound Seniors

1999 SAT & AP RESULTS FOR DELAWARE and the NATION

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FOREWORD

Each August, the College Board releases state and national profiles of the graduating seniors who participated in the SAT testing program sometime during their high school careers. The students included in the 1999 report participated in the new SAT (Scholastic Assessment Tests) Program, introduced by the College Board in 1994. While students may sit for the SAT multiple times during their high school careers, only their latest scores are summarized.

The SAT I: Reasoning Test replaced the traditional SAT (Scholastic Aptitude Test). The new SAT I reflects how and what students are learning today while it retains the reliability and difficulty level of the SAT it replaced.

The SAT II: Subject Tests, expanded to 21 tests in 5 subject areas (English, foreign/classical languages, mathematics, science, and history/social studies), replaced the former Achievement Tests. The Student Descriptive Questionnaire (SDQ), an optional background questionnaire that students may complete when they register for the SAT, remains an integral part of the SAT Program.

In April 1995, the College Board recentered the score scales for all tests in the SAT Program to reflect the contemporary test-taking population. Recentering reestablishes the average score for a study group of 1990 seniors at about 500, the midpoint of the 200 to 800 scale. It also simplifies comparisons between students' verbal and mathematical abilities. Recentering has nothing to do with the content or difficulty of the tests and does not change the rank order of the test-takers. *All scores published in this report reflect the recentered SAT score scales.*

This summary report, based on College Board profiles, contains information specific to Delaware's 1999 test takers—over 5,500 college-bound seniors representing public and private high schools throughout the state. National data are included to help put state scores into context, while summary information over several years assists in tracking change over time.

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Delaware's College-Bound Seniors[1]

1999 SAT Results for Delaware and the Nation

Introduction. The SAT (Scholastic Assessment Tests) Program is designed to assist students, high schools, colleges, universities, and scholarship programs with postsecondary educational planning and decision making and to provide a channel of communication between students and these institutions. Because the subject matter of high school courses and grading standards vary widely, the tests have been developed to provide a common standard against which students can be compared.

In the fall of 1990 the College Board announced the most extensive changes in the SAT program's 72-year history. A new test, the SAT I: Reasoning Test, administered for the first time in March 1994, replaced the old SAT (Scholastic Aptitude Test). The SAT I: Reasoning Test retains the reliability and difficulty level of its predecessor while reflecting what and how students are learning today. For example, the new verbal section places greater emphasis on critical reading and tests vocabulary in context. The new math section places greater emphasis on the application of mathematical concepts and data interpretation, permits students to use calculators, and includes 10 questions that ask students to devise their own answers instead of the traditional multiple choice format.

SAT scores, reported on a scale of 200 to 800, are intended to be used along with other student information to assess readiness for college-level work. Individual SAT scores help predict academic performance at the post secondary level; state and national averages help students and school officials put individual scores into context. Looking at summary data over a number of years can suggest changes in academic performance of college-bound seniors and can be useful in tracking trends over time.

The new SAT II: Subject Tests, which replaced the Achievement Tests, are designed to measure knowledge in specific subjects: English Composition, Literature, Writing, American History & Social Studies, World History, Mathematics Level I, Mathematics Level IC (calculator), Mathematics Level IIC (calculator), Biology, Chemistry, Physics, Chinese, French, German, Modern Hebrew, Italian, Japanese, Latin and Spanish. In November 1995 the English Language Proficiency Test (ELPT) for English-second-language (ESL) or limited-English-proficiency (LEP) students was introduced. The ELPT, which measures both listening and reading skills, is designed to predict how well ESL and LEP students might function in a college course taught in English. SAT II tests, required by some colleges and universities, are taken at the student's discretion at the same time the SAT I is administered. SAT II scores are also reported on a scale from 200 to 800. In 1999, 14% of Delaware's college bound seniors took one or more SAT II Subject Tests. Nationally, about 19% elected to take at least one subject test.

In 1995 the College Board recentered the score scales for all tests in the SAT program to reflect more accurately the diversity of students currently participating in the program. Recentering reestablishes the average score for both the verbal and mathematics tests at 500, the midpoint of the 200 to 800 scale. *All data in this report are based on the recentered SAT score scales.*

In looking at average test scores, it is important to understand the circumstances by which particular scores were earned. The most significant factor to consider in attempting to interpret SAT I average scores by state is the participation rate (the proportion of students taking the test). In some states a very small percentage of the college-bound population takes the SAT I. Because these students tend to have strong academic backgrounds, average SAT I scores for those states will be higher than the national average. Delaware, with the eighth highest participation rate in the nation, is one of only 21 states whose participation rate exceeds 50%. Factors related to individual performance on the SAT include academic preparation, opportunities for academic achievement provided by a student's high school, and the student's family environment.

Because the percentage of students taking the SAT varies widely and test takers are self-selected, the College Board strongly discourages the use of SAT I scores alone to compare or evaluate any subgroups of the testing population.

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[1]The College Board uses the phrase *college-bound seniors* to describe those students from each high school graduating class who take SAT Program tests anytime during their high school years. Students may take the SAT more than once during their high school careers. However, only their most recent scores and background data are used to compile this report.

1999 Delaware and National College Bound Seniors

Combined Public and Nonpublic Participation[2]

	Delaware 1998	Delaware 1999	National 1999
Number of SAT I Takers	5,304	5,518	1,220,130
Participation Rate	70%	67%	43%
Percent, Male/Female	46/54	46//54	46/54
Percent, Minority	24%	25%	33%
Percent, First Language English	93%	92%	82%
Test Score Averages			
SAT I - Mathematics	493	497	511
SAT I - Verbal	501	503	505
All Subject Tests	597	614	592
Took Preliminary SAT (PSAT/NMSQT)	78%	80%	80%
Self Reported High School Class Rank			
Percent in Top Tenth	18%	17%	21%
Percent in Second Tenth	20%	20%	23%
Percent in Second Fifth	29%	29%	28%
Percent in Third Fifth	28%	28%	24%
Percent below Third Fifth	6%	6%	5%
High School Grade Point Average			
90 - 100	32%	34%	39%
80 - 89	50%	51%	48%
70 - 79	17%	16%	13%
Below 70	1%	0%	0%
High School Credits Earned[3]			
20 or more	48%	50%	51%
18 - 19	23%	21%	23%
16 - 17	15%	15%	14%
Less Than 16	14%	13%	12%
Taking Honors Courses			
Art/Music	4%	5%	8%
English	28%	29%	37%
Foreign Language	14%	15%	18%
Mathematics	24%	24%	29%
Science	27%	26%	29%
Social Studies	26%	26%	29%
Family Income			
$60,000 or more	42%	45%	41%
$30,000 to $60,000	38%	36%	35%
Less than $30,000	21%	19%	24%
Parental Education, Highest Level Attained			
Graduate Degree	22%	23%	25%
Bachelor's Degree	27%	28%	29%
Associate Degree	10%	10%	8%
High School Diploma	39%	38%	33%
No High School Diploma	2%	2%	4%

[2] Percents may not total to 100 due to rounding.

[3] For example, a student having 20 credits could have taken the following courses during grades 9 through 12: 4 years English, 4 years science, 4 years social studies, 3 years foreign language, 1 year art/music.

1999 SAT I Participants by Gender and Race/Ethnicity

The following tables show average verbal and mathematics scores by gender and race/ethnicity for Delaware's 1998 and 1999 participants and the 1999 national SAT I test takers.

1999 SAT I Test Takers
Delaware and National Profiles by Gender

	Delaware 1998			**Delaware 1999**			National 1999		
	Percent	Verbal	Math	**Percent**	**Verbal**	**Math**	Percent	Verbal	Math
Male	46	507	513	**46**	**509**	**517**	46	509	531
Female	54	497	476	**54**	**498**	**480**	54	502	495

Delaware males equaled their national counterparts in verbal. Their math average was 14 points below the national average for males, closing last year's gap by 4 points. The average verbal score for Delaware females fell 4 points below the national average, while their average math score was 15 points below the national average for females, a decrease of 5 points over last year's difference.

Averages for Delaware males exceeded those of Delaware females by 11 points in verbal and 37 points in mathematics. At the national level the disparities were 7 points in verbal and 36 points in mathematics.

1999 SAT I Test Takers
Delaware and National Profiles by Race/Ethnicity[4]

	Delaware 1998			**Delaware 1999**			National 1999		
	Percent	Verbal	Math	**Percent**	**Verbal**	**Math**	Percent	Verbal	Math
American Indian	0.6	473	463	**0.8**	**466**	**472**	0.8	484	481
Asian	3.2	509	554	**3.9**	**516**	**553**	8.9	498	560
Black	16.0	429	416	**15.1**	**427**	**415**	11.1	434	422
Hispanic	2.1	462	445	**2.3**	**483**	**472**	8.8	457	458
White	76.0	519	509	**75.2**	**518**	**511**	66.8	527	528
Other	2.0	502	503	**2.7**	**498**	**487**	3.5	511	513

About twenty-five percent of Delaware's test takers and 33% of the national participants represented minorities. Average verbal scores for all Delaware minorities except Asian and Hispanic fell below those of their national peers. In mathematics, only Hispanics outscored their national counterparts. Black/African Americans trailed their national peers by 7 points in both verbal and mathematics. Delaware Hispanics outscored their national peers by 26 points in verbal and 14 points in mathematics. Whites in Delaware fell below their national counterparts by 9 points in verbal and by 17 points in mathematics.

[4] In Delaware in 1999, 39 American Indians, 196 Asian/Asian Americans, 758 Blacks, 115 Hispanics, 3776 Whites, and 135 members of other races took the SAT I. According to College Board officials, groups with low numbers of participants tend to have larger score changes from one year to the next.

Delaware and National Trends

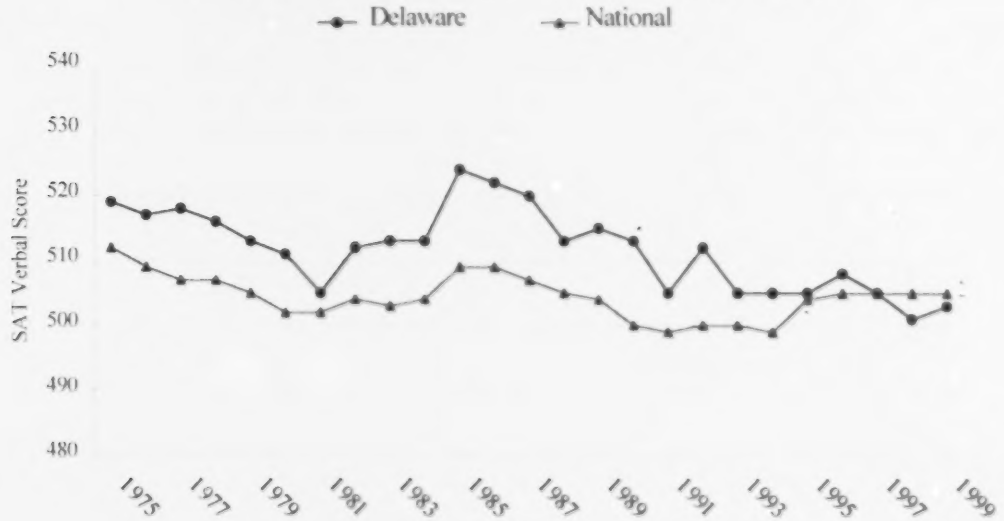
Delaware and National participation rates and results on the SAT over the 6-year period from 1994-1999 are summarized in the next table. State information appears in bold type. National data are italicized. All of the data in this report are based on the recentered SAT score scales and represent combined public and nonpublic participation.

		1994	1995	1996	1997	1998	1999
Participation Rate	**Delaware**	**68%**	**68%**	**66%**	**65%**	**70%**	**67%**
	National	*42%*	*41%*	*41%*	*42%*	*43%*	*43%*
Verbal Average	**Delaware**	**505**	**505**	**508**	**505**	**501**	**503**
	National	*499*	*504*	*505*	*505*	*505*	*505*
Mathematics Average	**Delaware**	**491**	**494**	**495**	**498**	**493**	**497**
	National	*504*	*506*	*508*	*511*	*512*	*511*
Minority Participation	**Delaware**	**22%**	**23%**	**24%**	**24%**	**24%**	**25%**
	National	*31%*	*31%*	*31%*	*32%*	*33%*	*33%*

Participation. According to College Board representatives, the most significant factor in interpreting state and national SAT average scores is the participation rate, the proportion of eligible students taking the exam. In general, the higher the percentage of students taking the test, the lower the average scores. Delaware's participation rate continues to exceed the national rate–this year by 24%.

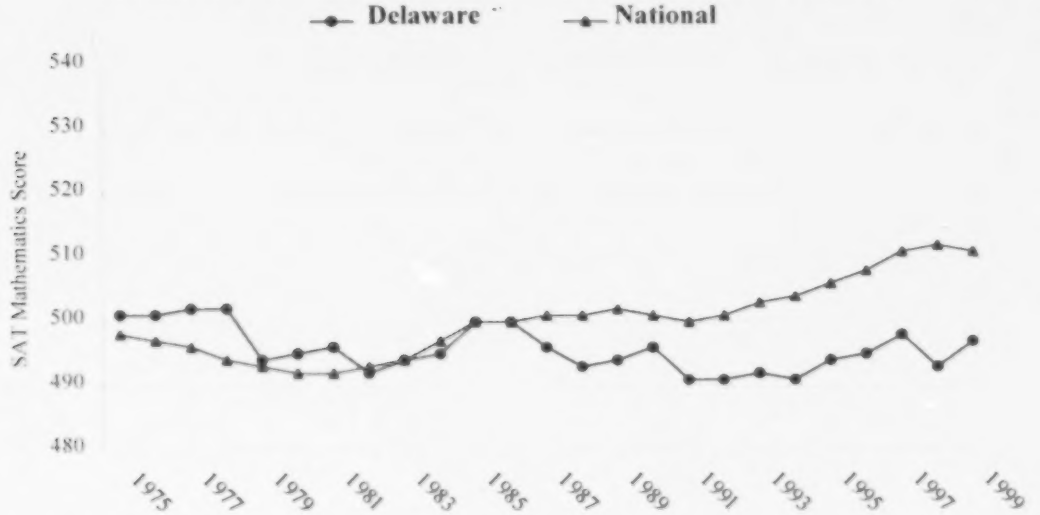
Verbal Average. Contrary to the College Board prediction that higher participation generally decreases scores, Delaware's average verbal score remained equal to or above the national average from 1972, when the College Board began publishing scores, until 1998. In 1998, Delaware's verbal average dropped to 501, four points below the national average. This year Delaware test-takers increased their verbal average to 503, missing the national mark by two points. The following chart graphically depicts over two decades of state and national SAT verbal results.

Delaware and National SAT Verbal Average Scores, 1975-1999



Mathematics Average. The mathematics average for Delaware scholars, however, has remained below the national average since 1986, when it hit the national mark.

Delaware and National SAT Mathematics Average Scores, 1975-1999



Delaware and Other States

In 1999, Delaware had the twelfth highest combined verbal-math score among the 21 states whose participation rates exceeded 50%. In that group, Delaware ranked ninth in verbal and fourteenth in mathematics. In the Middle States Region (Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania), Delaware was second in verbal and fourth in mathematics. Participation rates are based on projected number of 1999 high school graduates. Because the percentage and demographics of SAT I takers vary widely among states and the test takers are self-selected, state comparisons on SAT I scores alone are inappropriate.

State	Participation Rate	SAT Average Scores		
		Combined	Verbal	Math
Washington	52%	1,051	525	526
Oregon	53%	1,050	525	525
New Hampshire	72%	1,038	520	518
Massachusetts	78%	1,022	511	511
Vermont	70%	1,020	514	506
Connecticut	80%	1,019	510	509
Maryland*	65%	1,014	507	507
Maine	68%	1,010	507	503
New Jersey*	80%	1,008	498	510
Virginia	65%	1,007	508	499
Rhode Island	70%	1,003	504	499
Delaware*	**67%**	**1,000**	**503**	**497**
New York*	76%	997	495	502
Florida	53%	997	499	498
Hawaii	52%	995	482	513
Indiana	60%	994	496	498
Pennsylvania*	70%	993	498	495
North Carolina	61%	986	493	493
District of Columbia*	77%	972	494	478
Georgia	63%	969	487	482
South Carolina	61%	954	479	475

*Member, Middle States Region

Summary

Delaware's college-bound seniors, 1999 graduates of the state's public and nonpublic high schools who took the SAT I at least once during their secondary careers, showed improvement in the 1999 SAT Program.

- Delaware's participation rate (67%) continued to exceed that of the nation (43%), this year by 24%. Delaware, with the nation's eighth highest participation rate, is one of only 21 states with over half of their college-bounds seniors sitting for the SAT I.
- The verbal average of Delaware's college-bound seniors jumped two points to 503 this year, while the nation remained flat at 505. Delaware gained four points in mathematics, while the nation lost a point. The State's mathematics average (497) continues to trails the nation's 511.
- In the 1999 SAT I, Delaware's minority participation was 25%, about 6% less the minority population of the state's college-bound seniors. The nation's minority participation rate was 33%. Blacks represented 25% of Delaware's public/nonpublic high school population, but only 15% of the SAT participants. About 3.4 % of the population and 2.3% of the SAT participants were Hispanic. Asians made up 2.3% of the population and 3.9% of the test-takers. 75% of the SAT participants and 69% of Delaware's college-bound seniors were White. Nationally, the SAT I participants were 11% Black, 9% Hispanic, 9% Asian, and 67% White.
- About 4% of Delaware's 1999 SAT I participants were Asian/Asian American. Their verbal average rose seven points to 516, putting them 18 points above their national counterparts. Their mathematics average decreased from 554 to 553, 7 points below the national average of their peers. Nationally, Asian/Asian Americans remained the same in verbal and decreased two points in mathematics.[4]
- Again this year, Black/African-American students represented about 15% of Delaware's SAT I participants, 4% above the 11% national participation rate for Black/African Americans. Their verbal average dropped 2 points to 427, placing them 7 points below the national average for Blacks (434). Their mathematics average dropped one point to 415, again 7 points below the national mark. Nationally, the verbal average was unchanged from 1998 while the mathematics average dropped four points.[5]
- The verbal average for Hispanic test-takers increased 21 points, from 462 to 483 and their mathematics average rose from 445 to 472, a jump of 27 points. Nationally, Hispanic scores remained fairly stable at 434 verbal and 458 mathematics.[4]
- Delaware's White test-takers dropped 1 point in verbal, placing them 9 points below their national counterparts' 527 average. In mathematics, average scores of White participants rose two points to 511, still 17 points under the national mark. Nationally, the verbal average for White students decreased one point while the mathematics average increased two.
- Delaware' average score for the SAT II: Subject Area Tests (614) continued to exceed the national average (592), this year by 22 points. In every subject area except foreign/classical languages, Delaware's scores exceeded those of the nation.
- Delaware's PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) average scores compared favorably to those of the nation. In verbal Delaware scored 48.7 compared to 47.8 for the nation. Delaware's mathematics average was 48.4 compared to the nation's 48.6. In writing Delaware's 49.2 average topped the nations 48.9 score. The PSAT/NMSQT participation rate for both Delaware and the nation was 80%.

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[5] According to College Board officials, groups with low numbers of participants tend to have larger score changes. In Delaware in 1999, 39 American Indians, 196 Asian/Asian Americans, 758 Blacks, 115 Hispanics, 3776 Whites, and 135 members of other races took the SAT I. 499 students did not report their race/ethnicity.

- The number of Delaware students who participated in Advanced Placement (AP) grew by 6.6% compared to a national increase of 11.0%. The number of exams taken by AP candidates in Delaware grew by 10.8% over the year in contrast to 13.2% in the nation. The number of Delaware candidates who received qualifying scores (3, 4, or 5) grew by 13.0% compared to a 12.1% increase nationally.
- The percent of Delaware students (42%) who reported plans for Advanced College Placement remained below the national norm (53%). Similarly, smaller percentages of Delaware college-bound seniors report taking honors courses in high school than their national peers.

Public School Results

- Delaware's public school SAT I-takers increased their verbal average 5 points, jumping from 479 to 484. Their mathematics average dropped 4 points from 485 to 481. National public school test-takers dropped 1 point to 508 in mathematics and remained stable at 502 in verbal.
- Delaware's public school participation in Advanced Placement opportunities showed excellent increases from 1998 to 1999. The number of public school students participating in AP rose 8.3% and the number of exams increased 11.2%. Accompanying this increase was a 17.2% increase in qualifying scores. The average AP score for Delaware's public school candidates was 2.97, equal to the national public average score for AP exams.
- Delaware's public school SAT I results by race/ethnicity follow.

Group	Participation Rate	Verbal Average	Mathematics Average
American Indian	0.9%	470	486
Asian	4.2%	501	536
Black	19.0%	421	411
Hispanic	2.6%	476	482
White	70.5%	503	499
Other	2.9%	481	469

Nonpublic School Results

- Delaware's nonpublic participants from religiously affiliated schools increased their verbal average from 540 to 551, a rise of 11 points. Their math average jumped 8 points, from 531 to 539. Their national counterparts moved from 525 to 528 in verbal and from 517 to 519 in mathematics. Test-takers from Delaware's religiously affiliated nonpublic schools represented 24% of the total SAT I participants, compared to only 12% at the national level.
- Students from Delaware's independent nonpublic schools increased one point in verbal to 549 and rose 2 points to 565 in mathematics. They represented 5% of the total test-takers both nationally and in Delaware.
- Delaware's nonpublic high school population is over 91% majority. Twenty-four percent of Delaware's nonpublic high school students are from out-of-state.

Recommendations

The following activities should be initiated and/or continued in order to sustain progress toward educational equity and academic excellence for all Delaware students.

- Encourage *all* students to enroll in higher level academic courses early in their educational careers and to continue as many years of study in these areas as possible.
- Encourage as many students as possible to enroll in honors, Advanced Placement, and college-level courses during their high school years.
- Encourage as many high school juniors as possible to participate in the PSAT. Advertise its diagnostic nature, the possibility of college scholarships earned through PSAT performance, and the availability of fee waivers to assist with registration fees.
- Encourage the participation of *all* students in the SAT Program.
- Encourage high school students to take the SAT I early in their high school careers to facilitate remediation and to enable retesting as needed.
- Support actions designed to close the gap between course selection patterns and performance levels of males and females and of racial/ethnic subgroups.
- Emphasize the importance of high school grades and course selection in college admission and future employment opportunities.

It is essential that school officials, especially guidance staff, encourage minority and economically disadvantaged students to enroll in college preparatory, honors, and Advanced Placement courses. These same students require additional assistance and support to encourage their participation in the PSAT and SAT. Similarly, middle level staff must encourage these traditionally under-served students to peruse higher level studies during their grades 5-8 years.

Additional information about College Board programs is available at www.collegeboard.org.

Colleges, Universities, Scholarship Programs Receiving SAT Scores

About 1,300 colleges, universities, and scholarship programs received SAT score reports from Delaware students. Those receiving the most reports are listed below. Students may request that their scores be sent to more than one institution.

Institution	State	Type	Number of Score Senders	Percent of Score Senders
University of Delaware	DE	Public	3,143	69.5
Delaware State University	DE	Public	616	13.6
Pennsylvania State University	PA	Public	464	10.3
Wesley College	DE	Private	374	8.3
Wilmington College	DE	Private	368	8.1
Salisbury State University	MD	Public	308	6.8
Delaware TCC Newark	DE	Public	300	6.6
West Chester University	PA	Public	271	6.0
University of Maryland	MD	Public	269	6.0
Temple University	PA	Private	267	5.9
University of Virginia	VA	Public	238	5.3
Virginia Polytech Institute	VA	Public	223	4.9
Villanova University	PA	Private	220	4.9
Goldey-Beacom College	DE	Private	215	4.8
University of Pennsylvania	PA	Private	206	4.6
Boston University	MA	Private	200	4.4
National Merit Scholarship Program	IL	-	198	4.4
New York University	NY	Private	196	4.3
University of North Carolina	NC	Public	192	4.2
Delaware TCC Wilmington	DE	Public	190	4.2
Delaware TCC Owens	DE	Public	169	3.7
Drexel University	PA	Private	168	3.7
Princeton University	NJ	Private	162	3.6
Duke University	NC	Private	160	3.5
Delaware TCC Dover	DE	Public	147	3.3
James Madison University	VA	Public	144	3.2
NCAA Initial Elig Clearinghouse	IA	-	138	3.1
John Hopkins University	MD	Private	134	3.0
Elon College	NC	Private	130	2.9
St. Joseph's University	PA	Private	126	2.8
Howard University	DC	Private	122	2.7
Syracuse University	NY	Private	122	2.7
MBNA Wilmington Scholars Program	NJ	-	122	2.7
Widener University	PA	Private	121	2.7
Morgan State University	MD	Public	120	2.7
Cornell University	NY	Private	117	2.6
Florida State University	FL	Public	113	2.5
Clemson University	SC	Public	111	2.5
Georgetown University	DC	Private	111	2.5